



Academic Foundation Posts at Southend and Basildon Hospitals, in partnership with the Anglia Ruskin

The EBH Academic Foundation Programme (AFP) is part of Health Education East of England's Academic strategy for Foundation training. It is a new and vibrant programme

EBH Foundation School, Anglia Ruskin University and Southend and Basildon Hospitals Trust all work together to offer Academic Foundation Programme trainees clinical and academic rotations that meet their clinical and academic needs. The Programme is well supported in departments and being based in the local trust for their Year 2.

All involved in the development, recruitment and administration of the Programme are proud of what we offer and the trainees who join us. We are keen to encourage applications from talented candidates with academic potential who would like the opportunity to work in an academic environment or who are already committed to an academic career path. These posts will deliver the core competencies of Foundation Training and will be enhanced by an academic curriculum.

These exciting posts will provide teaching and educational experience with an opportunity to study for a Postgraduate Certificate in Medical and Healthcare Education. For the Educational part of the post you will be working closely with the Director of Medical Education and the Postgraduate Education Team and you will have the opportunity to participate in delivery of our highly respected Simulation and Human Factors Training, based in our Simulation Suite and also across the clinical areas of the Trust. The post will enable you to integrate your clinical training with educational experience in undergraduate, postgraduate and multidisciplinary education. This will be an opportunity to develop medical education as a special interest, and to complete Foundation training with a postgraduate certificate from ARU.

Post Graduate Certificate in Medical and Healthcare Education

This introduces students to the core, curricular and structural concepts of learning and teaching within a healthcare context. The modules have eligibility for GP Associate Trainer and GP Trainer professional accreditation.

The overall aims of the course are to enable the student to develop skills of independent thinking and educational practice based on a mastery and application of the underpinning evidence base in learning and teaching. A key element will be to develop educationalists within the healthcare sector who can become both the guardians of professional learning and the educational leaders of the future.

Teaching will be by a combination of:

- Large group discussions in typical classroom environments
- Seminars which provide an opportunity for critical discourse about educational activity.
- Group work that promotes the learning with and from peer groups, provides an opportunity to participate in PBL/IBL facilitation.
- Work based discussions/action learning sets that encourages the smaller group to manage their own learning and critical reflective learning skills through evaluation of the taught days, unpicking of students own experiential learning and the promotion of organising learning in a proactive manner.

- E-learning, through the VLE platform students will have an opportunity to continue to discuss the learning activities, organise their action learning needs as well as make use of the information repository providing both resources and video clips.
- Work based discussions that encourages the smaller group to manage their own learning and critical reflective learning skills through evaluation of the taught days, unpicking of students own experiential learning and the promotion of organising learning in a proactive manner.

Individual tutorials both face to face and on-line will facilitate specific enquiry within individual students own learning contexts.

Assessment methods and strategies:

- Core Concepts in Learning and Teaching

Students will be supported through an observed teaching session before completing a critique of two teaching sessions and a reflective account of their role as a developing educationist in relation to the context of the student's educational practice. The overall critical analysis will take into account relevant underpinning educational theory, contemporary literature and educational research findings.

- Curricular and Structural Concepts for Lifelong learning

Students will be expected to critically review the curriculum and assessment strategy within their sphere of educational practice and determine how this promotes lifelong learning that in turn will enhance learning for professional practice.

Foundation Year 1

Clinical

The four Academic Foundation Year 1 posts in Southend will be comprised of 4 month placements in 3 of the posts: medicine for the elderly; colorectal surgery; neurology, and in the remaining post: medicine for the elderly; nephrology; vascular surgery. The 4 FY1 academic posts at Basildon consist of three out of: vascular; endocrine; urology;cardiology; paediatrics as shown in the placements on Oriel. In all of these posts you will participate in the standard ward based duties of all FY1 doctors based at the Southend and Basildon Hospitals

The FY1 year is designed to fulfil the basic GMC requirements for full registration. The rotations are designed to give a broad experience in medicine, building confidence and experience in managing a broad range of emergency, acute and chronic presentations. Specific details of the clinical post, such as banding, will be communicated to you by the trusts.

Educational

F1 Year:

As part of your FY1 training we provide weekly FY1 teaching focussing on acute care, and a programme of generic skills teaching supporting professional development. There is also regular simulation teaching based in the postgraduate education centre, along with the opportunity to attend drop-in clinical skills sessions to support your portfolio development.

During this year ideas should be put forward for a Year 2 education/research project and discussed with the local team. You will be encouraged to participate in Quality Improvement projects.

Foundation Year 2

Clinical

The Academic FY2 posts are alterations to the established FY2 posts based at Southend and Basildon. These posts are for 6 months in two specialities rather than the 4 month posts for other FY2 to maintain clinical continuity whilst working less than full time in the clinical arena. At Basildon these are Emergency Department and Trauma and Orthopaedics, and at Southend these posts are Emergency Department and Paediatrics. The specific dates you are in the trust clinically, academically or on contact days out of the trust will be notified to you nearer the time. It is expected that you will spend on average 1.5 days weekly non-clinical.

You are still expected to attend the generic training, and as part of your PGCert, it is expected that you may lead on the organising and delivery of some of the elements of generic training.

Educational

F2 Year:

Within your training post you will be released for 1.5/2 days per week to study for the PGCert Medical and Healthcare Education and complete your research project.

During the F2 year the trainee will participate in an education-related activity/project.

There will be significant opportunity to be involved with projects related to:

- Simulation-based medical education. The PMI runs a broad range of high fidelity simulation
- Undergraduate curricular development related to the new medical school
- Global health education

Specific to the Academic Foundation post is the opportunity to complete both modules comprising the Post Graduate Certificate in Medical and Healthcare Education during the F2 year. This programme is delivered through 10 face-to-face workshops delivered on single days over several months, as detailed below, with further time required for private study.

PGCERT Module 1:

- Curricular and structural concepts for lifelong learning (5 days) Sept –Dec.

PGCERT Module 2:

- Core concepts in learning & teaching (5 days) Jan– Apr

Academic support within your trusts will be provided by your educational supervisor, who has been specifically chosen to support your academic training as well as clinical.

APPENDIX 1**EBH Foundation School**

In 2017 the first foundation trainees will start in the new EBH Foundation. EBH has been created from the 615 posts that have been repatriated from the North London Foundation Schools to sit within Health Education East of England. EBH has responsibility for the delivery of foundation training in Essex, Bedfordshire and Hertfordshire, extending across a wide geographical area including both coastline and cities with easy transport links to London. The posts have been reconfigured within the eight vibrant hospital trusts and associated mental health and community placements of the region: Southend; Basildon; Mid Essex Trust; Princess Alexandra Hospital, Harlow; Colchester; E and N Herts; W Herts; Luton. It continues to have close undergraduate links with the London Medical Schools and the University of Cambridge School of Clinical Medicine as well as post graduate links with local universities including the University of Hertfordshire and the Anglia Ruskin University.

Anglia Ruskin University

Anglia Ruskin University is a vibrant University that is gaining prominence both nationally and internationally and has ambitious plans for the future. The three main campuses are in the cities of Cambridge, Chelmsford and Peterborough have been transformed with major capital investments. With an annual turnover of £200m, we are a major force for higher education in the East of England.

We have students in 177 countries gaining qualifications in four continents. Each year, we also help some 2,000 businesses to grow quicker and partner with organisations to deliver a spectrum of educational and commercial projects.

We're academically ambitious for ourselves and our students. We're purposeful, challenging and curious about our world. We're a place where collaboration, research and scholarly activity informs everything we do. While our head is full of ambition, our feet are planted in the world around us. We pride ourselves on being as enterprising as we are innovative and nurture those

qualities in our students. That, and our sheer can-do attitude, set us apart. We find that enthusiasm is infectious, letting the results speak for themselves. [Health Education East of England](#)

The Faculty of Medical Science is the newest of our University's five faculties. The Faculty builds on the strong national and international reputation of our flagship Postgraduate Medical Institute (PMI). We are committed to further developing our teaching, learning and research expertise in allied and public health, postgraduate medicine and healthcare science. We have recently invested in new state-of-the-art laboratories and training facilities.

Contact

Dr. Ruth Jackson
Pro Vice Chancellor – Medical School Development
Director - Postgraduate Medical Institute



Basildon:

The provision of quality medical education is fundamental to BTUH Trust's commitment to delivering improved patient safety, patient experience, and good clinical governance. Multi-professional education is currently delivered via the Directorate of Education & Training by the Director of Medical Education, Foundation Programme Directors, Undergraduate Lead (Medical students), Specialty College Tutors and the Non-Medical Clinical Tutor (Non-medical Education). The quality of medical practice and the safety of patients are crucially dependent on the quality of the training provided to trainees and clinical teachers are the cornerstone of successful medical education. Medical education is designed to ensure that quality and training is translated into tangible benefits for patients, staff and the organisation.

The Hospital will be able to offer 4 academic posts from 2017-2018 with 1 in T & O and the other in A & E (further information will be added this year).

Contact:

Foundation Team - Dr Johnson Samuel Director of Medical Education

Dr C Powell, DME, August 2015

Mr Doug Aitchison FY1TPD

Dr Shilpa Rajee FY2TPD

Health Education East of England

Deborah Mullaly Medical Education Manager

https://heee.hee.nhs.uk/med_basildon_rotations

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Southend:



Here at Southend Hospital we strive to provide high quality care for every patient, every time. Southend University Hospital is facing many of the same challenges as trusts up and down the country, and we recognise we have to make changes to the way we work.

Quality and safety is the thread that runs throughout our strategic goals placing the needs of our patients at the very heart of our organisation to ensure that we can continue to provide the best possible care and outcomes for them.

Southend University Hospital NHS Foundation Trust provides acute services from our main Prittlewell Chase site and at outlying satellite clinics across the region. We maintain nearly 700 inpatient beds, serving a local population of 338,800. We have 4,419 staff comprising 183 consultants, 333 doctors, 1,269 nurses and 2,634 support staff.

We provide a comprehensive range of acute services including acute medical and surgical specialties, general medicine, general surgery, orthopaedics, ear, nose and throat, ophthalmology, cancer treatments, renal dialysis, obstetrics and gynaecology, and children's services.

Southend University Hospital is the South Essex surgical centre for uro-oncology and gynaecology surgery and is considered to be a centre of excellence for the care of stroke. We also offer breast screening, ophthalmology and orthodontic services to the wider south Essex population.

Current Bandings for the posts are indicative only as follows but as always these are changeable depending on the rota and may well change for 2017:

- Emergency Medicine Current Banding – 1A (50%)
- Paediatrics Current Banding – 1A (50%)

Local Education Faculty: to be confirmed



APPENDIX 2

The Application Process

Application to the Academic Foundation Programme is made through the national process, via the online Oriel system. The person Specification can be found at Appendix 3 below. For detailed guidance on applying for the Foundation Programmes, please go to The Foundation Programme website. The site has lots of information on the Foundation Programmes, including the FP/AFP Applicant's Handbook and the Rough Guide to the Academic Foundation Programme

Please remember that any applications submitted via ORIEL past the deadline of **16th October 2016** will not be considered

Interviews

Candidates shortlisted for interview will be informed via ORIEL.

Interviews for the Cambridge Academic Foundation Programme will be held **TBA November 2016** at The West Wing, Victoria house **etc.**

On the day of interviews, each applicant will be interviewed and scored by a single panel comprising both clinical and academic personnel using standardised scoring criteria. You will not be required to bring a portfolio with you, but should ensure you have proof of identity (preferably a passport).

Interview travel expenses will not be reimbursed.

Points to Note

1. Items to

Include Name

School details, with dates

University details, with dates

Dr C Powell, DME, August 2015

Undergraduate qualifications: e.g., intercalated BSc or BA. State the class of the degree (First, 2i, 2ii, etc)

Previous research experience, eg PhDs, MRes, MPhil: Also include other research projects or audits that you may have done, and identify your role in them.

Prizes/distinctions: List any university or national prizes that you have won, explaining what they were for and what they involved. E.g. was it a prize for writing an essay, or a prize for the top result in the first year exams in the clinical part of the course. Please do not include college prizes. Where possible state the level of competition, such as “John Smith Award for being the best (of 200) in pathology essay competition

Publications: Divide into Peer reviewed and non-peer-reviewed journals. Identify your position in author list by printing your name in bold font.

Presentations: Divide into oral (identify if you were the presenter or a co-author), and poster presentations. State the occasion of the presentation, eg National Medical Students Conference, or the American Cardiology Association.

Involvement in teaching, education, simulation training and leadership

Other activities related to medicine: e.g. work as carer, etc.

Extra-curricular activities: What do you do outside of work? For example, are you a concert pianist, a county squash player, a jazz ballet champion or Irish dancing enthusiast?

2. Choice of academic programme

It is important that you state which programme you would be interested in. If you are unsure, please say so. This will not affect whether or not you are selected for interview but may affect which panel you meet.

3. Additional Questions

These questions offer an opportunity for applicants to show the shortlisting panel why they would be an excellent Academic Foundation trainee. Please take time to give full, considered responses in this section.

If you have any queries regarding the application process, eg ORIEL, completing your application, interview dates etc, please contact HEEE.Foundation-enquiries@nhs.net

Appendix 3

Appendix 3

Person Specification

	Essential
eligibility	Applicants must meet the requirements set out in the UK Foundation Programme 2017 Eligibility

	Criteria.
eligibility	The applicant must have achieved, or expect to achieve, a primary medical qualification as recognised by the General Medical Council (GMC) by the start of the UK Foundation Programme 2017.
Skills/clinical knowledge	<p>The applicant must be familiar with and be able to demonstrate an understanding of the major principles of the GMC's Good Medical Practice (2013)¹ including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge, skills and performance <input type="checkbox"/> Safety and quality <input type="checkbox"/> Communication, partnership and teamwork <input type="checkbox"/> Maintaining trust <p>The applicant must demonstrate an understanding of the outcomes to be achieved in the UK Foundation Programme as set out in the GMC's The Trainee Doctor (2011)¹.</p>
Language and communication skills	The applicant must demonstrate skills in listening, reading, writing and speaking in English language that enable effective communication about medical topics with patients and colleagues, as set out in the GMC's Good Medical Practice (2013) ¹ .
attributes	<p>The applicant must demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an understanding of the importance of the patient as the central focus of care <input type="checkbox"/> the ability to prioritise tasks and information and take appropriate decisions <input type="checkbox"/> an understanding of the importance of working effectively with others <input type="checkbox"/> the ability to communicate effectively with both colleagues and patients <input type="checkbox"/> initiative and the ability to deal effectively with pressure and/or challenge <input type="checkbox"/> commitment to learning and continued professional development <input type="checkbox"/> self-awareness and insight into the boundaries of their own abilities <input type="checkbox"/> an understanding of the principles of equality and diversity.
probity	<p>The applicant must demonstrate appropriate professional behaviour, i.e. integrity, honesty, confidentiality as set out in the GMC's Good Medical Practice (2013)¹.</p> <p>By the start of the programme, the applicant must demonstrate criminal record and barring clearance at the appropriate level and complete all other pre-employment requirements according to current government legislation.</p>